R E P O R T R E S U M E S

ED 012 400 AC 000 039

RETAIL ORGANIZATION, A SUGGESTED ADULT DISTRIBUTIVE EDUCATION COURSE OUTLINE.

BY- MAURO, RALPH N. AND OTHERS
NEW YORK STATE EDUCATION DEPT., ALBANY

REPORT NUMBER NYSED-BULL-165 PUB DATE 66
EDRS PRICE MF-$0.25 HC-$1.04 26P.

DESCRIPTORS- *DISTRIBUTIVE EDUCATION, *BUSINESS, *ADULT EDUCATION PROGRAMS, *CURRICULUM GUIDES, *ORGANIZATION, SALESMANSHIP, MANAGEMENT, PROMOTION (PUBLICIZE), JOB ANALYSIS, TEACHING TECHNIQUES, COURSE CONTENT, INSTRUCTIONAL AIDS, MERCHANDISING, ALBANY

THIS SUGGESTED OUTLINE FOR A COURSE ON RETAIL ORGANIZATION IS PLANNED FOR FIVE 2-HOUR SESSIONS ON (1) EVOLUTION OF RETAIL ORGANIZATIONAL STRUCTURE, (2) ORGANIZATION, INCLUDING CONCEPTS, PRINCIPLES, AND PRACTICES, (3) TYPICAL RETAIL ORGANIZATION PATTERNS, (4) ORGANIZATIONAL AND FUNCTIONAL ANAYSIS, INCLUDING MERCHANDISING, SALES PROMOTION, AND CONTROL, AND (5) ORGANIZATIONAL AND FUNCTIONAL ANALYSIS OF PERSONNEL AND STORE MANAGEMENT. THE COURSE MAY BE TAUGHT BY AN OWNER-MANAGER OF AN INDEPENDENT RETAIL ESTABLISHMENT, A MANAGEMENT-ORIENTED SUPERVISORY EMPLOYEE OF A CHAIN ORGANIZATION, OR A PERSON TEACHING BUSINESS MANAGEMENT OR DISTRIBUTIVE EDUCATION COURSES IN HIGH SCHOOL OR COLLEGE. CERTAIN TOPICS LEND THEMSELVES TO SPECIALIZED TREATMENT BY GUEST SPEAKERS, BUT ONE PERSON SHOULD PROVIDE CONTINUITY OF CONTENT THROUGH THE ENTIRE COURSE. GROUP PARTICIPATION (INFORMAL CLASSROOM DISCUSSION) SHOULD BE THE PREVAILING INSTRUCTIONAL TECHNIQUE. INCLUDED ARE A BIBLIOGRAPHY, TIPS FOR INSTRUCTORS, AND POINTERS FOR DISCUSSION LEADERS. (SM)

Bulletin No. 165

retail organization

a suggested adult distributive education course outline

ED012400

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT / BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12224 / 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RETAIL ORGANIZATION

Bulletin No. 165

A Suggested Adult Distributive Education Course Outline

Revised Edition, 1966

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1968 Edgar W. Couper, A.B., LL.D., L.H.D., Chancellor - - - - Binghamton
1967 Thad L. Collum, C.E., Vice Chancellor - - - - - - - - - Syracuse
1978 Alexander J. Allan, Jr., LL.D., Litt.D.- - - - - - - - - Troy
1973 Charles W. Millard, Jr., A.B., LL.D. - - - - - - - - - - Buffalo
1970 Everett J. Penny, B.C.S., D.C.S. - - - - - - - - - - - - White Plains
1972 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S. - - - - - Purchase
1975 Edward M. M. Warburg, B.S. L.H.D.- - - - - - - - - - - - New York
1969 Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D. - - - - - New York
1977 Joseph T. King, A.B., LL.B.- - - - - - - - - - - - - - - Queens
1974 Joseph C. Indelicato, M.D. - - - - - - - - - - - - - - - Brooklyn
1976 Mrs. Helen B. Power, A.B., Litt.D. - - - - - - - - - - - Rochester
1979 Francis W. McGinley, B.S., LL.B. - - - - - - - - - - - - Glens Falls
1981 George D. Weinstein, LL.B. - - - - - - - - - - - - - - - Hempstead
1980 Max J. Rubin, LL.B., L.H.D.- - - - - - - - - - - - - - - New York
1971 Kenneth B. Clark, A.B., M.S., Ph.D.- - - - - - - - - - - New York

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Associate Commissioner for Elementary, Secondary, and Continuing Education
Walter Crewson

Assistant Commissioner for Instructional Services (General Education)
Warren W. Knox

Director, Curriculum Development Center
William E. Young

Chief, Bureau of Continuing Education Curriculum Development
Vivienne Anderson

Assistant Commissioner for Pupil Personnel Services and Continuing Education
Philip B. Langworthy

Assistant Commissioner for Occupational Education
Robert S. Seckendorf

Director, Division of General Occupational Education I
John E. Whitcraft

Chief, Bureau of Business and Distributive Education
Hobart H. Conover

FOREWORD

Implementation of sound merchandising policies depends largely on the creation of an organization which can carry out such policies. Furthermore, such an organization must operate smoothly and effectively if desired business objectives are to be attained. The way in which any particular firm is organized will depend largely on the needs and requirements of its particular business. On the other hand, sound organization structure is important to the success of any retail establishment.

This adult course outline, Retail Organization, was developed initially by members of the Bureau of Business and Distributive Education and was based on material used in the adult distributive education program in Connecticut and several other states in the North Atlantic region. The present revision was prepared by Ralph N. Mauro, work experience coordinator, Williamsville Senior High School, Williamsville, New York, under the direction of E. John Gradoni and Hunting Sherrill of the Bureau of Business and Distributive Education.

The Bureau of Continuing Education Curriculum Development revised, edited, and prepared this manuscript for press.

It is hoped that the accompanying material will be of assistance to directors of adult education programs and teachers of courses in retail organization. As teachers gain experience with this revised outline, it is hoped that they will send their suggestions for additional refinement and improvement to the Bureau of Continuing Education Curriculum Development.

Vivienne N. Anderson
Chief
Bureau of Continuing
Education Curriculum Development

William E. Young
Director
Curriculum Development Center

PREFACE

The term "organization" has been defined in various ways. Essentially, it refers to the functional structure designed by management to accomplish the objectives of a business. The way in which any particular retail firm is organized will depend on such factors as size, kinds of merchandise sold, services rendered, and desires of top management. Any study of retail organization must proceed on several basic assumptions; namely, the task of developing an appropriate structure varies greatly between small and large retailers; the organizational task is never completed, and good organization in itself is of definite value to the retailer.

This suggested outline for a course in Retail Organization is designed to acquaint enrollees with the various facets of store organization, including management of essential activities along functional lines; identification of personnel to perform required activities; assignment of responsibility; delegation of authority to individuals concerned; and provision for control and harmonious working relationships.

This course is planned for a minimum of five 2-hour sessions and may be taught by an owner-manager of an independent retail establishment, a management-oriented supervisory employee of a chain organization, or a person teaching business management or distributive education courses in high school or college. While certain of the designated topics lend themselves to specialized treatment by guest speakers, there is ample evidence to suggest the desirability of having one person provide needed continuity of content which is presented throughout the entire length of the course.

Wherever possible, group participation and informal classroom discussion should be the prevailing instructional technique. Every opportunity should be taken to relate the course content to the firsthand experiences of the enrollees. Repeated reference to situations which are familiar to class members will enhance the interest value of the course and provide additional motivation for participation on the part of the enrollees.

John E. Whitcraft
Director
Division of General
Occupational Education I

Robert S. Seckendorf
Assistant Commissioner for
Occupational Education

CONTENTS

		Page
Foreword		iii
Preface		iv
Session		
I	Evolution of Retail Organizational Structure	1
II	Organization--Concepts, Principles, and Practices	4
III	Typical Retail Organization Patterns	6
IV	Organizational and Functional Analysis--Merchandising, Sales Promotion, and Control	9
V	Organizational and Functional Analysis--Personnel and Store Management	11
Bibliography		13
APPENDIX		15
	Tips for Instructors	15
	Pointers for Discussion Leaders	18

Session I

Evolution of Retail Organizational Structure

A. Origin and development of retailing

1. Before fall of Roman Empire

   a. Social leaders of ancient Greece and Rome were large landowners and militarists.
   b. Smaller shops were owned and operated by aliens and freed slaves.
   c. "Caveat emptor"--let the buyer beware--was the prevailing practice.

2. After fall of Roman Empire

   a. Trading declined because of lack of central authority and policing.
   b. Merchandise was carried on the backs of itinerant traders who went from castle to castle.

3. Mercantile guilds

   a. These guilds arose in the middle of the 14th century.
   b. Their purpose was to protect merchants from unreasonable restrictions and to eliminate excessive competition among themselves.
   c. The Hanseatic League was started in Hamburg and Bremen.
   d. English merchants used guilds to cope with Italian competition.

4. Establishment of shops

   a. Peddlers started to settle in small shops.
   b. Early shops were small, carrying a special line of goods.
   c. By 1376 no fewer than 48 different classes of retail shops existed in London.

5. Early department store

   a. This kind of store was established in London in 1570.
   b. A large building known as the Royal Exchange was divided into "stalls." Stalls, leased to merchants, were called department stores.
   c. Merchants realized the value of selling merchandise of uniform quality and standardized price.

6. Trading posts

   a. Earliest posts in U. S. were outgrowths of the activities of fur traders.
   b. Trading posts became forerunners of the general merchandise store.

7. Yankee peddler

   a. Was first type of traveling salesman
   b. Carried his wares on his back or in a horse-drawn wagon

8. General merchandise store

   a. Combined trading post and general store
   b. Usually housed the post office and was the social center for the community
   c. Provided a place where politics, religion, and personal problems were discussed and where public opinion of pioneer America was molded and crystallized

9. Specialty store

   Because the average general store carried a great variety of merchandise, it was impossible for such a store to offer a wide selection within each class of goods--hence the birth of the specialty store.

B. Emergence of modern merchandising policies and practices

   1. Discontinued bargaining with customers and adopted a one-price policy late in the 19th century
   2. Developed higher standards of merchandising which led to increased confidence on the part of the buying public
   3. Shortened credit periods
   4. Operated on cash basis
   5. Increased size of newspaper display advertisements
   6. Advertised and illustrated copy more honestly and reliably

C. Types of retail stores--operating characteristics

   1. Independently owned store

      a. Lowers operating costs
      b. Controls activities closely
      c. Makes for personal contact with customers
      d. Makes personal limitations of owner a handicap
      e. Has limited resources for expansion

2. Chain store

   a. Uses choice locations
   b. Improves merchandise selections
   c. Prices competitively
   d. Uses modern merchandising practice
   e. Finds effective supervision is a constant problem

3. Department store

   a. Makes for convenient one-stop shopping
   b. Makes a variety of merchandise available
   c. Provides numerous customer services
   d. Uses merchandising specialists
   e. Requires a customer relations group because of impersonal ownership
   f. Increases operating expense because of need for more supervision and services
   g. Reduces business because of exodus from downtown area to suburban plazas

4. Specialty shop

   a. Emphasizes price, style, fit, or exclusiveness
   b. Sells mainly shopping goods
   c. Has complete assortments in line of goods handled
   d. Shows inability to meet certain forms of price competition

5. Variety store

   a. Handles large assortment of general merchandise
   b. Puts special emphasis on lower priced goods
   c. Sells usually on a cash and carry basis
   d. Has lower operating expenses than some types of competitors
   e. Has limited customer services
   f. Employs sales people essentially as clerks

6. Mail-order house

   a. Manufactures many of the products sold
   b. Buys in large quantities at lower prices
   c. Controls expenses by good management
   d. Employs specialists
   e. Shows an inability to merchandise certain types of shopping and specialty goods
   f. Is limited to a printed presentation as contrasted to personal salesmanship

Session II

Organization--Concepts, Principles, and Practices

A. Nature of organization

1. Definitions of organization

   a. A group of individuals who are working together for a common purpose
   b. The relationships that exist among the functions of a business
   c. The allocation of time to activities in proportion to their importance

2. Aspects of organizational concepts

   a. Good organization is essential for sound business procedures.
   b. Intelligent organization is the basis for continual growth.
   c. Good organization provides emphasis and balance in store operations.
   d. Organization is the basic tool of management.

B. Principles of store organization

1. A business should be organized to accomplish its primary function--the sale of goods and services.
2. The abilities of each employee should be used to the best advantage.
3. Each executive and each employee should be assigned so that either a department or another individual will be responsible for him.
4. As far as possible, each department and each individual should specialize in a particular function.
5. Important decisions should not be made until all points of view have been considered.
6. A system of checks and balances should be established.

C. Essentials of good organization

1. Organization is most effective when it is tailor-made for each store and is continuously adjusted to changing conditions.
2. Organization is an aid to, not a substitute for, good management.
3. Good organization makes the most effective use of available personnel.
4. Effective organization combines flexibility with stability to encourage continual growth.

D. Steps involved in organization

1. Decide what work is to be done.
2. Arrange the jobs in their proper sequence and relationships.
3. Assign authority and fix responsibility.

E. Basic elements of organizational structure

1. Managing
2. Buying
3. Selling
4. Store operating

Session III

Typical Retail Organization Patterns

A. Purpose of organization charts

1. Identify activities to be performed
2. Show division of work
3. Establish lines of authority and responsibility

B. Small store organization

1. Managing of store

a. Receiving, checking and marking
b. Storing
c. Delivering
d. Maintaining buildings
e. Protecting property
f. Purchasing supplies
g. Servicing customers
h. Servicing personnel

2. Buying

a. Planning
b. Ordering
c. Pricing
d. Stockkeeping

3. Selling

a. Personal selling
b. Advertising
c. Displaying
d. Presenting special events

4. Controlling

a. Records
b. Budgets
c. Credit
d. Cash
e. Control

C. Chain store organization

1. General managing
2. Buying

a. Merchandise manager
b. Buyers
c. Warehouse personnel

3. Selling

a. Sales manager
b. Advertising personnel
c. Real estate personnel
d. Group supervisors
e. Store managers

4. Controlling

a. Controller
b. General office personnel

D. Department store organization

1. General management
2. Merchandise division management

a. Division merchandise manager
b. Buyers
c. Assistant buyers
d. Salespeople
e. Stockroom personnel

3. Store management

a. Personnel

(1) Employment
(2) Training
(3) Welfare

b. Service

(1) Floor supervisors
(2) Section managers
(3) Salespeople

c. Operations

(1) Supplies
(2) Maintenance
(3) Warehousing

4. Publicity management

a. Advertising
b. Display
c. Special promotions

5. Control division

   a. Accounts receivable
   b. Accounts payable
   c. Cashiers

E. Types of store organizations

1. Military type

   a. Key individual controls business.
   b. Orders are transmitted through subordinates.
   c. This type is essentially rigid and unsuited to many retail organizations.

2. Functional type

   a. Groups of activities are organized into special divisions with a division head in charge.
   b. In some instances, the functional plan of organization has produced many conflicts in authority.

3. Departmental type

   a. Each department becomes almost a separate business unit.
   b. This type is a workable form of organization when strengthened by the use of specialized services.

4. Combination departmental-functional type

   a. Is preferred form of organization
   b. Utilizes strengths inherent in both forms
   c. Provides specialization with flexibility and direct responsibility

Session IV

Organizational and Functional Analysis--
Merchandising, Sales Promotion, and Control

A. Organization of a merchandising division

1. Merchandise manager
2. Assistant merchandise managers
3. Buyers
4. Assistant buyers
5. Salespeople
6. Heads of stock

B. Functions of the merchandising division

1. Interpret and execute merchandising policies
2. Assist and coordinate efforts of buyer
3. Establish and administer a merchandise control system
4. Supervise departmental activities of buyers
5. Plan and supervise comparison shopping
6. Assist in planning sales promotion activities

C. General qualifications of merchandising division personnel

1. Understand customers
2. Know merchandise
3. Know business conditions
4. Anticipate consumer preferences
5. Negotiate with resources
6. Supervise and motivate sales force

D. Organization of a sales promotion division

1. Sales promotion manager
2. Advertising staff

    a. Director
    b. Copywriters
    c. Artists
    d. Production personnel

3. Display staff

    a. Manager
    b. Technicians

4. "Direct mail" manager
5. Fashion coordinators
6. Public relations specialists

E. Functions of the sales promotion division

1. Prepare all forms of advertising including direct mail
2. Prepare window and interior displays
3. Plan and execute sales promotion events
4. Present special promotions such as fashion shows and educational exhibits
5. Authorize and supervise advertising research
6. Conduct public relations

F. Organization of a control division

1. Controller-Treasurer
2. Auditor
3. Office manager
4. Bookkeepers
5. Clerical staff

G. Functions of the control division

1. Devise and maintain adequate accounting records
2. Plan and conduct physical inventories
3. Operate credits and collections activity
4. Develop and execute budgeting and control plans
5. Prepare government and management reports
6. Develop necessary control procedures

Session V

Organizational and Functional Analysis--
Personnel and Store Management

A. Organization of personnel division

1. Personnel director
2. Employment manager
3. Training manager
4. Compensation and promotions manager
5. Welfare and service manager
6. Internal relations specialists
7. Interviewers
8. Instructors
9. Consultants
10. Clerical staff

B. Functions of the personnel division

1. Develop appropriate personnel policies
2. Recruit personnel and develop sources
3. Select and train employees
4. Develop equitable compensation plans
5. Promote good working conditions
6. Execute promotions, transfers, and terminations
7. Conduct personnel reviews and prepare ratings
8. Develop a suitable employee welfare and service program
9. Organize and supervise an employee guidance procedure
10. Establish sound labor-management relations

C. Organization of a store management division

1. Store superintendent (manager)
2. Service superintendent

    a. Service bureau

        (1) Elevator operation
        (2) Service desk
        (3) Mail and telephone orders
        (4) Personal shopping
        (5) Adjustments

    b. Floor superintendent

        (1) Section manager
        (2) Wrappers
        (3) Floor cashiers

3. Operating superintendent

    a. Protection supervisor

        (1) Detectives
        (2) Guards
        (3) Watchmen

    b. Purchasing agent

    c. Receiving manager

        (1) Receiving clerks
        (2) Checkers
        (3) Markers
        (4) Stock clerks
        (5) Order clerks
        (6) Warehousemen

    d. Delivery manager

        (1) Wrappers
        (2) Packers
        (3) Sorters
        (4) Deliverymen
        (5) Mechanics

4. Maintenance superintendent

    a. Engineers
    b. Painters
    c. Carpenters
    d. Mechanics
    e. Electricians
    f. Janitors
    g. Cleaners

D. Functions of a store management division

1. Coordinate and control activities of major divisions
2. Formulate storewide policies
3. Develop cooperative working relationships among executives and divisions
4. Provide for proper upkeep of facilities
5. Provide various needed customer services
6. Organize and conduct certain types of merchandise-handling activities
7. Purchase supplies, equipment, and property
8. Provide store and merchandise protection
9. Operate certain types of workrooms, cost departments, manufacturing departments, and related facilities

BIBLIOGRAPHY

BOOKS

Duncan, D. J., and Phillips, C. F. Retailing principles and methods. 5th edition. Homewood, Illinois, R. D. Irwin, 1959.

Haas, K. B., and Robinson, O. P. How to establish and operate a retail store. 2nd edition. Englewood Cliffs, N. J., Prentice-Hall, 1952.

Kelley, P. C., and Lawyer, K. J. Case problems in small business management. Englewood Cliffs, N. J., Prentice-Hall, 1952.

_____. How to organize and operate a small business. 2nd edition. Englewood Cliffs, N. J., Prentice-Hall, 1955.

Robinson, O. P., Robinson, J. G., and Mathews, M. P. Store organization and operation. 2nd edition. Englewood Cliffs, N. J., Prentice-Hall, 1957.

Reich, E., Feldman, R., and Levy, L. Basic retailing. New York, Pitman, 1960.

Richert, G. H., Meyer, W. G., and Haines, P. G. Retailing principles and practices. 4th edition. New York, Gregg, 1962.

Tonne, H. A., Semon, S. I., and McGill, E. C. Business principles, organization and management. 2nd edition. New York, Gregg, 1963.

Wingate, J. W., and Weiner, J. D. Retail merchandising. 6th edition. Cincinnati, South-Western, 1963.

PAMPHLETS

California State Department of Education, Accounting Office, 721 Capital Avenue, Sacramento, California.
Our system of distribution.
Small business management.

New York State Department of Commerce, 112 State Street, Albany, New York.
Your business.

New York State Education Department, Bureau of Business and Distributive Education, Albany, New York 12224.
Distribution 1 & 2 syllabus.

United States Small Business Administration, Washington 25, D. C.
Checklist for going into business. SBA No. 71.

University of Texas, Division of Extension, Distributive Education Department, Austin, Texas.
Principles of management--adult manual.
Store organization--group discussion series.
Store organization--individual assignments.

FILMS

City College of New York, Audio-Visual Extension Service, 17 Lexington Avenue, New York 10, New York.

American portrait. (16 mm., black and white, 27 min.)
Distributing America's goods. (16 mm., black and white, 21 min.)
To market to market. (16 mm., color, 21 min.)

Dun and Bradstreet, Inc., 99 Church Street, New York, New York.

Small business U. S. A.--the story of main street. (16 mm., black and white, 32 min.)

Modern Talking Picture Service, Inc., 21 West 60th St., New York 23, New York.

Partners in progress. (16 mm., black and white, 19 min.)
World is yours. (16 mm., color, 26 min.)

A P P E N D I X

TIPS FOR INSTRUCTORS

A. Preparation

1. The room

   a. Arrange chairs so students can face one another.
   b. Check physical properties, such as heat, light, ventilation, ashtrays, comfortable chairs, freedom from noise, visual aid facilities.

2. Teaching aids--chalkboard, charts, illustrations, diagrams, posters, cartoons, books, manuals, pamphlets, instruction sheets, samples, cutaways, motion pictures, filmstrips or slides, models, exhibits, field trips

3. Teaching methods

   a. Discussion--to warm up or review, to promote understanding, to give reasons, to emphasize factual material, to make people think, to get opinions
   b. Conference--to modify opinions, to develop understanding, to get acceptance
   c. Demonstration, dramatization, and field trips--to show manipulative operations, to clarify principles or theory, to show use of equipment, to orient and explain
   d. Practice and drill--to develop performance skill; to help in retaining information, knowledge, understanding
   e. Lecture--to present information or explain a process

B. Presentation

1. Be positive--direct attention quickly to the subject at hand.

2. Direct the thinking of the group--focus attention on specifics; keep order.

3. Speak correctly--use a pleasant voice, watch pitch and volume; speak slowly and distinctly; enunciate clearly; use proper words.

4. Be well groomed and conservatively dressed.

5. Avoid distracting mannerisms.

6. Start on time; be businesslike; stop on time.

7. You should:

   a. Smile--it's standard equipment.
   b. Be enthusiastic--it's contagious.
   c. Sell--never tell.
   d. Change voice, pace, and tone.
   e. Provide for participation.
   f. Dramatize.
   g. Follow your plan.

C. Handling visual aids

   1. Flow charts

      a. Face the students, not the chart.
      b. Be sure everyone can see the flow chart.
      c. Use a pointer.
      d. First go through the points on the chart quickly.

   2. Chalkboard

      a. Write legibly, but quickly.
      b. Stand beside, not in front of, your writing.
      c. Talk while writing.
      d. Use as you would a chart presentation when possible (see C, 1, Flow Charts, above).

   3. Films (moving picture and slide)

      a. Preview the film.

      b. Plan introductory remarks.

         (1) What the film will show
         (2) Why it is being shown
         (3) What the students are expected to get out of it

      c. Prepare the room and equipment.

      d. Prepare students to see the film.

      e. Project the film. (Don't leave the room.)

      f. Summarize the main points.

D. Using the proper teaching method or methods

   1. Discussion, conference, demonstration, practice and drill, lecture (see A, 3, a-e) are all good methods.
   2. Do not embarrass an adult by a question he can't answer.

E. Closing the session

1. Summarize the key points.
2. Encourage the students.
3. Promote attendance at next session.
4. Do not assign homework.

POINTERS FOR DISCUSSION LEADERS

A. Prepare the lesson.

1. Determine what is to be presented.
2. Organize your lesson; outline it.
3. Decide the best method of presentation.
4. Plan suitable visual aids: charts, graphs, slides, films, and pamphlets.
5. Reduce your plans to writing:

Title
A.---------
1.-------
2.-------
B.---------
1.-------

B. Prepare yourself.

1. Rehearse your presentation.
2. Time your presentation. It is suggested that you reserve one-half your time for discussion and questions.
3. Attempt to anticipate questions that may be asked.

C. Prepare the room.

1. Check list of materials and aids you plan to use.
2. Check operation of any required equipment.
3. Check room facilities: chalkboard, chalk, erasers, lights.

D. Prepare your class.

1. Introduce yourself.
2. Make a few introductory remarks.

E. Miscellaneous

1. Emphasize and summarize important points.
2. Announce each topic you present; summarize afterwards.
3. When talking face the class, not the chalkboard.
4. Insist students identify themselves when asking questions.
5. Ask that elaborate questions be rephrased into shorter ones.
6. Do not permit questions until end of lecture period.
7. Permit only one question or problem at a time. Carry each problem through to a conclusion before the next question.

THE LIBRARY OF
OCT 6 1967
CONTINUING EDUCATION